

**Evaluation of management
competence using self-assessment
CASE: The Jyväskylä Energy Group**

Mira Rintala

Bachelor's thesis
November 2016
School of Business
Degree Programme in International Business

Author(s) Rintala, Mira	Type of publication Bachelor's thesis	Date November 2016
		Language of publication: English
	Number of pages 85	Permission for web publication: x
Title of publication Evaluation of management competence using self-assessment Case: The Jyväskylä Energy Group		
Degree programme Degree Programme in International Business		
Supervisor(s) Saukkonen, Juha		
Assigned by The Jyväskylä Energy Group		
<p>Abstract</p> <p>The aim of the thesis was to investigate the current level of management competence among the managers of the Jyväskylä Energy Group. The goals of the study were to discover the managers' perceived strengths and development areas, and their views on the future challenges in their managerial work in the organization. In addition, the methods, which the managers find most suitable for developing their competence to meet the future requirements, were investigated. The thesis serves as a basis for management competence development in the organization.</p> <p>The thesis was a case study implemented as a quantitative research. The data was collected using an online questionnaire. This method was chosen, because the aim was to gain a comprehensive understanding of the current level of management competence. The response rate was 88%. The management competence was explored using self-assessment. It was regarded as a fruitful method when considering the upcoming development that will take place after the thesis. The multiple choice questions of the questionnaire were analyzed using the SPSS programme. The analysis of the open-ended questions of the questionnaire was conducted with content analysis.</p> <p>The results of the thesis provided information about the managers' current level of management competence and the future challenges. In addition, information concerning the methods that the managers find most appropriate for developing their management competence was established. The information gained from the research will be utilized when planning the development programme for the managers.</p>		
Keywords/tags		
Management, competence development, self-assessment, learning process		
Miscellaneous		
Appendices 3, 4 and 5 (32 pages) are classified until 15.11.2021.		

Tekijä(t) Rintala, Mira	Julkaisun laji Opinnäytetyö, AMK	Päivämäärä Marraskuu 2016
	Sivumäärä 85	Julkaisun kieli Englanti
		Verkojulkaisulupa myönnetty: x
Työn nimi Johtamisosaamisen arviointi itsearvioinnin avulla Case: Jyväskylän Energia Yhtiöt		
Tutkinto-ohjelma Degree Programme in International Business		
Työn ohjaaja(t) Juha Saukkonen		
Toimeksiantaja(t) Jyväskylän Energia Yhtiöt		
Tiivistelmä <p>Opinnäytetyössä pyrittiin selvittämään Jyväskylän Energia -konsernin esimiesten nykyinen johtamisosaamisen taso. Työssä tutkittiin esimiesten vahvuuksia ja kehityskohtia sekä heidän työhönsä liittyviä tulevaisuuden haasteita. Lisäksi pyrittiin selvittämään, mitkä ovat esimiesten mielestä sopivimmat menetelmät kehittää heidän johtamisosaamistaan.</p> <p>Opinnäytetyö oli tapaustutkimus, eli case, joka toteutettiin kvantitatiivisena tutkimuksena survey-menetelmää käyttäen. Tähän menetelmään päädyttiin, koska tavoitteena oli saavuttaa kokonaisvaltainen ymmärrys johtamisosaamisen tämän hetkisestä tasosta. Vastausprosentti oli 88%. Esimiesten johtamisosaamista selvitettiin käyttäen itsearviointia, jonka katsottiin olevan hedelmällinen keino tulevaa kehittämistä ajatellen. Kyselylomakkeen monivalintakysymykset analysoitiin SPSS-ohjelmalla ja avoimet kysymykset analysoitiin sisällön erittely-menetelmällä.</p> <p>Opinnäytetyön tulokset antoivat tietoa esimiesten johtamisosaamisen nykytasosta, tulevaisuuden haasteista sekä keinoista, joilla osaamista tulisi esimiesten näkemyksen mukaan kehittää. Tutkimuksen tulosten ja teoriapohjan avulla muodostettiin johtopäätöksiä, joita hyödynnetään esimiesten kehitysohjelmaa suunniteltaessa.</p>		
Avainsanat (asiasanat) Johtaminen, osaamisen kehittäminen, itsearviointi, oppimisen prosessi		
Muut tiedot Liitteet 3, 4 & 5 (32 sivua) ovat salaisia 15.11.2021 saakka.		

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1 Introduction

1.1 Background

The job of a manager is not easy. A manager should be aware of his subordinates' job description and possess competence concerning finances, labour legislation, administration, information technology and strategies. In addition, a manager should have understanding on people's reactions to change and feedback, and on how they can be motivated and led to work towards a mutual goal. Generally, managers should comprehend human behaviour and interact superbly. A manager must, however, also have excellent self-knowledge and understanding of his own behaviour and expressions of emotions. Recognizing one's strengths and development areas is also a required quality in a manager. Thus, the saying that a manager's role is inhumane and the expectations towards a manager are completely unreasonable seems to be utterly true. (Järvinen 2011, 142–143.) The importance of management in organizations is, however, inevitable, which is why the managers' competence in terms of managerial tasks should not be taken lightly.

Understanding the importance of managerial work has a great impact on, firstly, the managers of the company, secondly, on their subordinates through the manager's actions, and thus on the whole organization. The effect can be either positive or negative, depending on whether careful attention to the importance of management work has been paid or not. (Aarnikoivu 2013, 34.)

The thesis was assigned due to the case company's desire to obtain recent information concerning the managers' management competence within the organization. The ultimate goal of this thesis was to create a basis for the management development programme, which will be launched after the thesis. The aims were to investigate the managers' current level of competence in terms of their strengths and development areas, but also to discover how the managers perceive the future challenges and their impacts on their competence needs. In addition, it was considered extremely beneficial for the assignor to find out the managers' preferences in terms of development methods.

Management as such is an interesting and somewhat mysterious topic, which is researched continuously. This thesis is a case study and provides knowledge of the state of management in one particular organization. The thesis consists of a theoretical framework and an empirical part. The theoretical framework concerns two important themes in terms of management development: management and managers, and development. The aim of the theoretical framework is to learn about management in general and its role in organizations, as well as the competences of a manager. Development is also discussed in general after which it is looked at as a process that involves learning. Finally, the different development approaches are introduced. In the third chapter, the methodology is introduced and justified. The research results are presented in chapter four and chapter five consists of the conclusions of the research. Finally, in chapter six, the discussion of the research, the quality of the research are assessed and ideas for future research are suggested.

1.2 The objective of the research and research questions

The thesis serves as a basis for the manager development programme in the Jyväskylä Energy Group. The research problem was the lack of current knowledge related to the managers' backgrounds and level of management competence. This created challenges to planning a development plan for managers within the organization. The purpose of this study is to gain information about the current level of management competence of managers in the Jyväskylä Energy Group. The objectives of the research are to investigate the managers' perceived strengths and development areas, and discover how the managers find the demands for management competence in the future. In addition, the research aims at learning the methods that the managers find most appropriate for improving their management competence, and which areas of development they see most important when considering the future needs and requirements in their work.

In order to solve the research problem, **the following research questions were generated:**

1. What are the managers' strengths and development areas in their current management competences according to their personal experience?
2. How do the managers in the organization see the demands for their work in the future?
3. What are the most appropriate courses of action in order to improve management competence within the organization?

1.3 Case company: The Jyväskylä Energy Group

The research was executed among the managers of the Jyväskylä Energy Group. The Jyväskylä Energy Group is a local company that is owned by the City of Jyväskylä. The Group is composed of Jyväskylä Energy Ltd. and its three subsidiary companies. The Group produces, sells and distributes electricity, district heat and water with its subsidiary companies. The energy production is accomplished in a sustainable and environmentally friendly manner. (The Jyväskylä Energy Group n.d.) The employees of the organization are distributed to four locations. At the moment, the Jyväskylä Energy Group employs approximately 260 employees and there are 51 managers altogether, including the directors of the Group.

The organization operates in the energy field, which is currently going through changes. The use of renewable sources of energy is increasing, which decreases emissions. Meanwhile, the low market price of electricity and price fluctuations create challenges and have caused shutdowns of production plants that are still in good condition. (Aula Research Oy 2016, 1.) The volatile situation in the field affects the case company, as well, and creates challenges to many extents, including management. The research concerns management competence within the organization. The current situation in the field has been acknowledged, however not emphasized in the research.

2 Theoretical framework

The theoretical framework of the thesis begins with determining the concepts of management and leadership as they are perceived in the thesis. The

theoretical framework includes discussing the role of management in organizations, and the current working environment of management. After this, managerial competences are introduced along with the concept of self-efficacy. When discussing the ways of developing management, the development process is discussed and the methods chosen with the assignor are presented. Lastly, there is a chapter concerning the future of management, in which the prospects of the future management environment are taken into consideration.

2.1 Management and leadership

In the English language, the terms management and leadership can refer to the same matter, or be considered very dissimilar concepts. Kotter (2001) agrees that both management and leadership are required in order for an organization to be successful but still he differentiates the two quite strongly. According to him, management is about coping with complexity whereas leadership is about coping with change. Kotter compares the use of management and leadership to the military: in peacetime, good administration and management up and down the hierarchy is sufficient, and good leadership needs to be applied at the top of the hierarchy, whereas in wartime, competent leadership is required at all levels. He associates management with verbs such as plan and budget, organize and staff, and control and solve problems. Leadership is described with verbs such as set a direction, align people as well as motivate and inspire. (86.)

When considering the verbs that Kotter (2001, 86) utilized to describe management and leadership, they all seem equally necessary in order for managers to succeed in their job. In the Finnish language, in fact, there is only one word to define management and leadership, and it is "johtaminen". Perhaps that is why it is quite natural for the author to see the two concepts as one. Hyppänen (2013, 14) affirms that it is not relevant to differentiate between management and leadership, because they are both essential for a good manager.

Sydänmaanlakka (2005) also defends the integration of management and leadership and agrees that these two should be seen as a whole. There are,

however, different approaches to management, which Sydänmaanlakka has illustrated (see Figure 1). These approaches can be formed into six questions: How do you lead yourself? How do you lead others? How do you manage things? How do you manage technology? How do you manage markets? How do you manage strategy? The phenomenon needs to be divided into these smaller units in order for it to be studied. The distinctions should not, however, prevent people from seeing the management process as a whole. (23–24.)

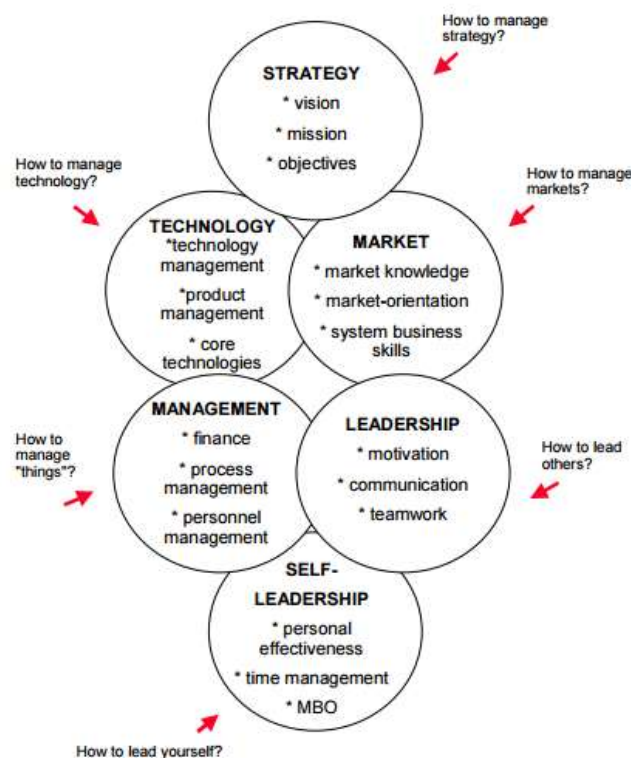


Figure 1. The different levels of management (Sydänmaanlakka 2003, 39)

According to Armstrong (2012, 311), Mintzberg (2004) has summed up the difference between leadership and management in the following manner:

“Let’s stop the dysfunctional separation of leadership from management. We all know that managers who don’t lead are boring, dispiriting. Well, leaders who don’t manage are distant, disconnected.”

Armstrong (2012) describes the diverse perceptions of leadership and management by stating that some regard them as synonymous, whereas others consider them to be distinct, yet closely linked and equally necessary. Others see management as a subset of leadership, while others praise

leadership and demonize management. (ibid.) Perhaps it is safe to say that the possible difference between management and leadership is a matter of opinion and that there are no right or wrong perceptions.

If this thesis were written in Finnish, it would be simple to use one word, “johtaminen”, when speaking of both management and leadership. Since this thesis is written in English, a choice must be made of the terms that are used. In this thesis the author uses the term “management” for the whole process and considers it to include the different management approaches, as illustrated in Figure 1.

Management and leadership are considered to be synonyms, although when speaking of people management, it is more natural to use the term leadership, and when speaking of managing things, it is more natural to use the term management. In this thesis, when speaking of managers or leaders, it refers to the occupation, not to their characteristics or styles of performing their job.

2.2 The role of management

The role of management in relation to organizational success is inevitable. Whetten and Cameron (2005) state that the research findings of the studies that have been conducted across numerous industry sectors, international settings, and organization types prove that skillful management is the key determinant of organizational success. They especially emphasize the competence in the management of people in organizations. In surveys of CEOs, executives, and business owners, “bad management” has been constantly mentioned as the factor most responsible for business failure, whereas “providing better management” has been mentioned as the best way to ensure business success. The data suggest that management skills are more essential than industry, environment, competition, and economic factors combined. (4–5.)

Bloom, Sadun and Van Reenen (2012) have researched the question of management’s effects on organizational success, though describing the answer to be somewhat obvious. They learned that many organizations around the world are badly managed, but also discovered a strong correlation between better management with measures such as productivity and firm survival. When studying this matter they took into consideration the three practices that they

state to be generally considered as the essential elements of good management. The first practice is supporting long-term goals in the organization, yet having tough but achievable short-term performance benchmarks. The second practice is providing incentives by rewarding the high performers, but at the same time retraining or moving underperformers. The third practice involves monitoring the performance through rigorous data collection and analysis in order to identify opportunities for improvement. (77.)

Sydänmaanlakka (2014) has introduced the new and innovative approach to leadership, which is formed of balancing three factors. Efficiency is essential, yet not sufficient alone, for an organization's survival. In order to ensure efficiency in the future, the organization must pursue towards continuous renewal. (53.) These factors suit the Bloom and colleagues' (2012) definition of good management, which is, however, missing the last crucial part. Sydänmaanlakka (2014) describes wellbeing to be equally important as efficiency and renewal. The wellbeing of an individual, a team, and the whole organization should be taken good care of. (ibid.) In order for wellbeing to come true, efficiency should be seen as a long-term aim (Sydänmaanlakka 2005, 101).

The role of management in organizations requires thorough consideration and defining the procedures that take place in the everyday actions. The directors should deliberate whether the organization's strategy is clearly defined, how the tasks and responsibilities have been divided and how the managers will be led to succeed. In addition, it should be carefully pondered whether the managers have been provided with concrete tools and operations models, which enable them to be successful in their managerial tasks. (Aarnikoivu 2013, 16.) Only when it has been clearly defined what management means in practice, will it transfer to be the practice within the organization (Sydänmaanlakka 2014, 39).

Aarnikoivu (2013) describes management to be generally divided into people management, managing things, change management, managing wellbeing and managing competence. Often the managers complete these areas as disconnected procedures without understanding the causal connection of the actions. In these cases, the success of management in an organization depends

largely on luck. In order for the role of management in organizations to be successful, it needs to be connected to the organization's mission, vision and strategy. (17.)

To summarize, in order for good management to come true in organizations, the managers need to understand the entirety of management and its role in that particular organization. On the other hand, the organization also needs to comprehend the managers' role in order for good management to be fulfilled. In the following chapter, the discussion is drawn to what are the necessary competence areas of a manager and different perceptions of the manager's competence are introduced.

2.3 Management competence and self-efficacy

Whetten and Cameron (2005, 6) describe the importance of management skills in the following way:

Management skills form the vehicle by which management strategy, management practice, tools and techniques, personality attributes, and style work to produce effective outcomes in organizations. Management skills, in other words, are the building blocks upon which effective management rests.

Based on this description, it can be stated that focusing on management strategies, management practices et cetera in organizations is, in fact, of no use if the managers lack management skills. According to Whetten and Cameron (2005), there are several defining characteristics that differentiate management skills from other kinds of managerial characteristics and practices. Management skills are behavioral, controllable, developable, interrelated and overlapping, and sometimes contradictory or paradoxical. Behavioral means that management skills are not personality traits or stylistic tendencies, but rather a composition of identifiable set of actions performed by an individual. These set of actions lead to a certain outcome and can be observed by others. Controllable refers to the fact that the set of actions, known as management skills, are under the control of an individual. Management skills are developable, which means that unlike certain personality or temperament attributes, they can be

developed through practice and feedback. Management skills are usually utilized as combinations of skills in order to achieve desired results, which is why they are described to be interrelated and overlapping. Sometimes management skills can be contradictory or paradoxical, which means that managers cannot choose for example either orientation in soft skills or orientation in hard skills. (8, 10.)

Sydänmaanlakka (2005) points out that even though formally leadership has been seen purely in terms of skills, it is essential to note that skills only form one part of competence. Competence consists of knowledge, skills, attitudes, experiences and contacts that make good performance in certain situations possible. Competence becomes apparent through concrete actions. Possessing a certain competence requires one to be able to apply it in practice. (150.)

Whetten and Cameron (2005, 8) described skills to be developable. The same characteristic, however, is valid for competence. Achieving competence requires a learning process, and developing competence calls for learning new things and unlearning old ones. A person can also possess a certain competence without acknowledging it. In this case, one may not be able to exploit the competence entirely. In order to develop, it is essential to identify one's competence strengths and deficiencies. (Sydänmaanlakka 2005, 151.)

Sydänmaanlakka (2005) has introduced the leadership competence tree (see Figure 2), which consists of six competence areas in the foliage and the roots of the tree. The six areas are professional competence, interpersonal competence, efficiency competence, leadership competence, wellness competence, and self-confidence. According to him, these areas represent the whole spectrum of leadership competence, and they may overlap to some extent. In the six areas, there are altogether 26 competences, which can be seen in Figure 2. (148–149.)

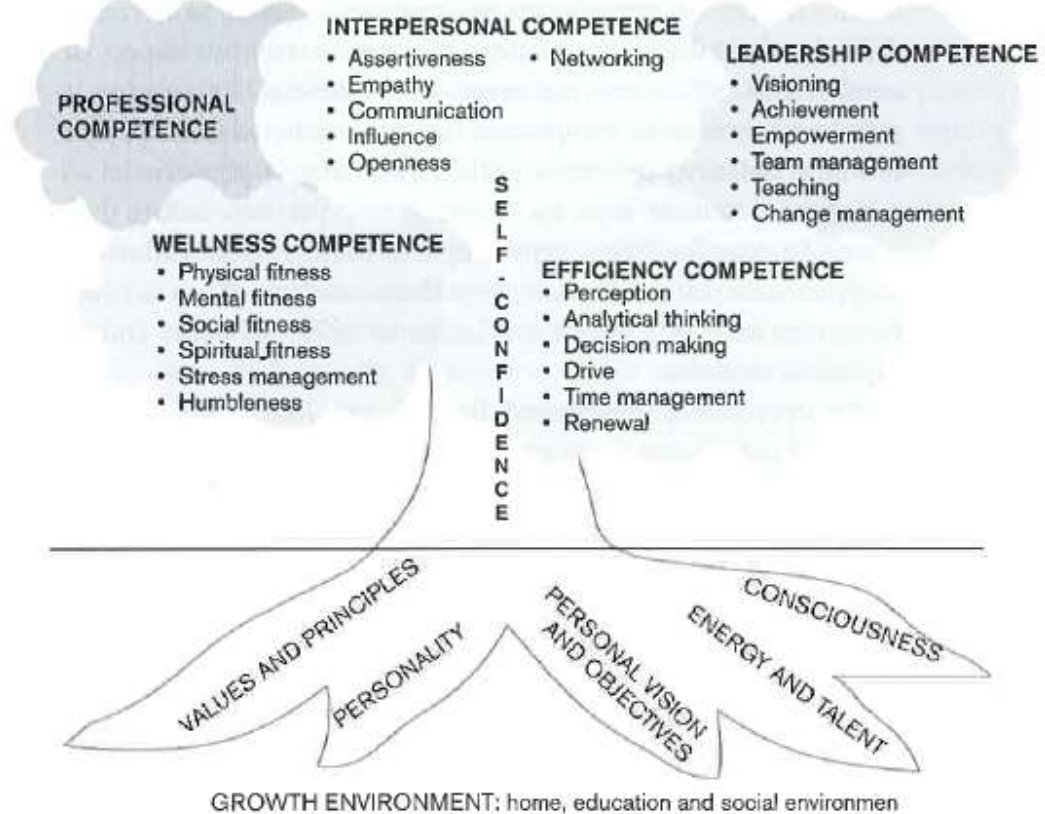


Figure 2. The leadership competence tree (Sydänmaanlakka 2005, 149)

Professional competence means that a person is able to gain maximum satisfaction and fulfillment from his job. Being motivated, having clear objectives and enough competence, receiving feedback, having sufficiently challenging tasks and having the possibility to continuous development are features of professional competence. Professional competence refers to the competence required to perform the work tasks, and thus varies from job to job. Although good professional competence is crucial in a managerial position, it is not enough for when choosing a leader. (Sydänmaanlakka 2005, 152.)

Interpersonal competence is crucial for a good manager. Assertiveness and empathy, as well as effective communication are essential competences. The manager should also be open and able to exert an influence. Networking both internally and externally has also become a necessary competence for managers. (ibid.)

Sydänmaanlakka (2005) describes the leadership competence area to be the core of leadership competence. It consists of visioning, achievement, empowerment, team leadership, teaching and change management. Efficiency competence includes competences that enable effective operations in the organization. Decision-making, time management and renewal, for instance, form a part of the efficiency competence area. (155–157.)

The well-being competence area includes a person's wellness in at all levels. In addition to professional wellness, the physical, mental, social and spiritual conditions should be taken into account. This area also includes the ability to positively manage one's stress and anxiety as well as the ability to know one's limitations and learn from one's mistakes, which come together as humbleness. (ibid., 158–159.)

While the six areas represent the competences, and what a leader does, the roots of the competence tree portray what a leader is. The five areas that form the being of a leader are values and principles; personality; energy and talent; personal vision and objectives, and; knowing yourself. These areas support good leadership and must be taken into consideration among with one's home background, education and social context, which also influence the competence tree. (ibid., 148–149.) The competence tree represents an extremely wide perception of management, which includes not only the manager's work self, but also the manager's physical wellbeing and situation at home.

Hyppänen (2013) introduces the study by Pirnes (2003) on management behaviour in Finland. Based on the study, which over 40 000 Finnish managers and experts took part in, seven important areas of management behaviour were discovered. The seven areas are ethics, will, implementation, interaction, cooperation, and mental and social flexibility. *Ethics* refers to the reliability and fairness of the manager, and also to which extent the manager is able to show example. A manager with good ethics treats people with respect. *Will* and *implementation* are necessary when dealing with different tasks. Will can be seen in the determination and courage of the manager, whereas implementation is necessary when planning and scheduling procedures, and making quick decisions. *Interaction* and *cooperation* are required in relationships with other people in the work place. These behaviours include solving interper-

sonal problems and understanding the reasons behind them, as well as supporting one's subordinates and considering the differences among them. The growth and development of the subordinates should also be considered in multiple ways, such as sharing information, encouraging them to take initiative, and engaging the subordinates. *Mental flexibility* refers to the manager's ability to both create change and change oneself. A *socially flexible* manager, on the other hand, is able to change the courses of action when having been mistaken or when encountering feedback. (30–31.)

Järvinen (2011) emphasizes four requisites that each manager should recognize and fulfill. The first requisite is exemplariness, which basically means that a manager should act as the role model and show an example of how to behave and act in the workplace. A manager cannot demand such behaviour from others that he does not actualize himself. This, however, implies that the subordinates will most likely keep a close eye on the manager's behaviour and possible mistakes. The second requisite is professionalism. It refers to the manager's task to represent the basic task and purpose of the organization in all his actions. The manager should primarily make sure that targets will be met efficiently and according to the directions and also put the decisions and strategy made by the directors into practice. Fairness is the third requisite for a manager and it is strongly related to leadership. It means that a manager is able to treat everyone equally, which requires maintaining the professional role at all times. Being able to realize fairness calls for clear rules and instructions, according to which everyone in the workplace operates. The assessment and rewarding of personnel should have transparent criteria. The three requisites are strongly related to the manager's professional self, whereas the last requisite, authenticity, concerns the manager's character and personality. Even though there are requirements that a good manager should fulfill, it is, yet, essential that the manager has the courage to lead in his own personal way. Being authentic allows the manager to have flaws and yet awake confidence among the subordinates. False behaviour might cause suspicion among subordinates and may, in fact, prevent an open interaction to take place between the manager and the subordinates. (144–148.)

Self-efficacy

In addition to the different competences a manager should possess, it is interesting to get acquainted with the concept of self-efficacy and its possible effect on an individual's performance as a manager. Bandura (1997) has introduced the concept of self-efficacy, which means a belief in one's personal capabilities. Self-efficacy affects human functioning in four major ways: cognitive, motivational and mood or affect. In cognitive, high self-efficacy appears in ambitiousness, foresight and rigorous consideration. People with high self-efficacy set themselves difficult challenges and commit to meeting those challenges. In terms of outlook, they visualize successful outcomes instead of suspecting possible failures. In motivational, perceived self-efficacy determines the goals people set for themselves, how much effort they put into achieving them, their perseverance, and their resilience in cases of failures and setbacks. Efficacy beliefs also affect how people experience stress or depression. Believing in one's ability to manage threats makes them less distressing. High self-efficacy not only helps people to lower their stress and anxiety by acting in ways that make the environment less threatening, but also allows them to have better control over disturbing thoughts. Experiencing disturbing thoughts frequently is not what causes distress, but rather the inability to turn them off. (1.)

Low self-efficacy results in low aspirations and weak commitment to goals. People with a low sense of efficacy turn inward and doubt themselves instead of focusing on how to perform successfully. They dwell on obstacles, the consequences of failure, and their personal deficiencies when facing difficult tasks. The focus on their own inadequacies and themselves, rather than the task in question, makes them lose faith in themselves. (Bandura 1997, 2.)

Self-efficacy determines an individual's beliefs relative to his abilities to execute a certain task successfully within a given context, and thus self-efficacy inevitably affects the performance of an individual. In fact, self-efficacy has been proved to be a better predictor of work-related performance than, for example, job satisfaction, personal traits and level of education. In addition, self-efficacy is state-like and dynamic and can change over time with new information, experience and learning. Due to its dynamic nature, it can be adopted to human resource development and performance management improvement. (Luthans 2002, 384.)

To conclude, a manager should possess several competences and capabilities in order to be a good and effective manager. The competences can be divided to areas, although they are overlapping. As important as versatile skill sets and competencies are to a manager, it is, however, more important to be authentic and allow mistakes from oneself than to fake the role of a perfect manager. False behaviour can damage the open interaction between the manager and his subordinates. The following chapter addresses what development means in an organizational context.

2.4 Ways of developing management

According to Doyle (2007, 360), Thomson and others (2001) have defined management development as the process, which includes not only formal management education and training, but also informal and experiential means of formatting human capital. Dessler (2008, 310) defines management development in the following manner: "Management development is any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills."

The process of management development includes assessing the strategic need of the company, appraising the current performance of the managers, and finally developing the managers (ibid).

2.4.1 Development in organizations

Learning and development (L&D) refers to the process, in which the presence of the knowledgeable, skilled and engaged workforce that the organization requires, is ensured. It involves such actions that facilitate the acquisition of knowledge and skills by individuals and teams. These actions include providing experience, learning events and programmes by the organization, and guidance and coaching by line managers and others. In addition, individuals carry out self-directed learning activities. (Armstrong 2012, 274.)

Learning occurs when a person acquires and develops knowledge, skills, capabilities, behaviours and attitudes (ibid). In other words, learning happens when a person acquires and develops competence. Armstrong (2012) states that learning includes modifying behaviour by using experience along with

more formal methods for learning within or outside the workplace. Development refers to the growth or realization of a person's ability and potential once learning and educational experience has been provided. (ibid.)

Approaching learning and development from a strategic stance means taking the organization's goals and how they will be achieved into consideration when helping people to learn and develop. Strategic L&D is based on the idea that the organization's human resources play a strategic role in its success, which is why investing in people and developing the human capital of the organization is worthwhile. Even though strategic L&D is business-led, the needs and aspirations of individual employees must be taken into account. One of the essential factors in strategic L&D is providing an environment in which learning and development are encouraged. Even though the organization needs to invest in learning and development by providing learning opportunities and supporting the process of L&D, the individuals have the prime responsibility for their learning and development. (Armstrong 2012, 274–276.)

When planning learning and development, certain factors need to be considered. Firstly, the learning needs in the organization must be identified and analyzed. This includes factoring in the learning needs within the organization, such as different groups and individuals. Secondly, attention should be paid to how people learn. (Armstrong 2012, 281, 290.) Issues related to learning are discussed in the following sub-chapter.

2.4.2 The role of learning in development

According to Hyppänen (2013, 122) individuals have different learning styles and everyone has a characteristic learning style through which learning is more effortless. According to Armstrong (2012, 281), Kolb et al (1974) have identified a learning style that consists of a four-stage learning cycle. (See Figure 3.)

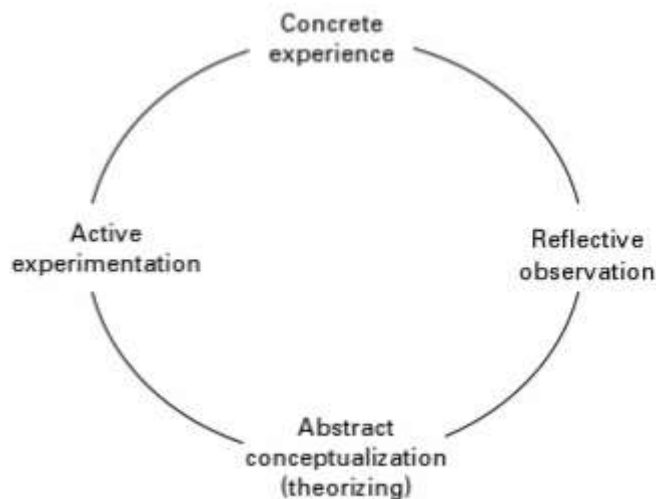


Figure 3. Kolb et al's learning cycle (Armstrong 2012, 281)

The first stage of the learning cycle is a concrete experience, which can be either planned or accidental. In the second stage, reflective observation, the experience and its significance are being reflected on actively. The third stage is abstract conceptualization (theorizing) in which various concepts and ideas to apply in the future are developed by generalizing from experience. The last stage is active experimentation that includes testing the concepts or ideas in new situations. This leads to new concrete experience and the cycle starts again. (Armstrong 2012, 281.) Hyppänen (2013, 122) notes that adults commonly learn according to this learning cycle.

Armstrong (2012) introduces another learning style generated by Honey and Mumford (1996). They identified the four learning styles, which are activists, reflectors, theorists, and pragmatists. The activists get fully involved in new experiences without bias, whereas the reflectors prefer standing back and observing new experiences from different angles. The theorists apply their observations in the form of logical theories, and the pragmatists experiment with new ideas, approaches and concepts to see their functionality. None of these styles, however, excludes the other. A person can have features of more than one of the styles. (281.)

The above-mentioned learning styles, Kolb et al's learning cycle and Honey and Mumford's learning styles, are the two most familiar classifications of learning styles (ibid). People can, however, also be divided into three groups

based on which senses they tend to use when learning and remembering: visual, auditory and kinesthetic. A visual person learns mostly with his sight and understands a new topic with the help of pictures or tables. An auditory person benefits from verbal speeches and stories in the learning process. A kinesthetic learning style means that the person learns best when trying the new thing in practice. Also having the possibility to make notes during the learning process is helpful for a kinesthetic person. The learning styles come naturally to people and they are usually quite easy to recognize. (Hyppänen 2013, 122.)

Despite the learning styles, people tend to learn through certain experiences. As introduced by Hyppänen (2013), Lombardo and Eichinger (1996) have created a model according to which 70% of an adult's learning takes place in the work, the work experiences and when solving work-related problems. Twenty percent of the learning happens in interaction situations via conversations, feedback and examples. Courses and reading cover ten percent of an adult's learning. (125.) It, thus, seems unusual that organizations seem to utilize trainings and courses commonly as means of development.

The different learning styles can be considered when planning and conducting the learning events or personal development programmes. The utilization of learning styles is, however, challenging since participants do not necessarily have only one learning style and since the learning group will most likely include participants with several different learning styles. (Armstrong 2012, 282.)

2.4.3 Approaches to management development

In terms of the concrete actions to develop management competence, Armstrong (2012) informs that the approaches can be divided to formal and informal. The formal approaches to management development consist of the processes and events that the organization plans and provides based on the identification of development needs. Examples of formal approaches include: planned experience, such as job rotation, job enlargement, and participation in project teams; coaching; training in the form of internal or external courses; mentoring; action learning, through which managers expose themselves to real problems with the aim of developing their talents; the use of performance

management processes; and structured self-development that follows a self-directed learning programme. (314.)

Informal approaches to management development take advantage of the learning experiences that managers encounter on a daily basis. Managers are learning whenever facing an unusual problem or an unfamiliar task, and having to adopt new ways of dealing with the situation. Learning will happen, when managers reflect on their behaviour in the situation and how and why it affected the outcome, either positive or negative. Reflecting one's experiences comes naturally to some managers, but often managers either find reflecting difficult or fail to recognize the need for it. Informal approaches can be utilized to encourage and help managers to a more effective manner of learning and development. (Armstrong 2012, 315.)

Informal approaches include: emphasizing self-assessment and the identification of development needs by encouraging the managers to assess their performance and analyze the factors affecting the performance; getting managers to preparing their own development plan; and encouraging managers to an open conversation about their problems and opportunities with their managers, colleagues or mentors in order to establish for themselves their learning needs. Another way is to help managers to understand their personal learning styles in order to increase the effectiveness of the learning experience. This, however, might have to be provided with a more formal approach. (ibid.)

The management competence development approaches for the case company were discussed with the HR manager of the Jyväskylä Energy Group. The approaches were chosen based on the possibility to execute them in the case company. The approaches were included to the questionnaire, with the aim of investigating which approach the managers see most appropriate for developing their competence in different competence areas. The formal approaches, which were seen possible to implement in the case company, are briefly introduced next.

Training

In this case, training was defined to take place in a group, which is why the Finnish word "ryhmäkoulutus" was used in the questionnaire. Training can be provided either internally or externally. In internal trainings the focus can be

drawn to a certain theme, the length of the training can vary, and the methods used can resemble a lecture or aim at engaging the participants. The advantage of internal training is that the company practices can be discussed openly. The trainer can, however, come from within or outside the organization. External trainings, on the other hand, provide opportunities to network and get familiar with practices in different organizations. (Hyppänen 2013, 128–129.)

Coaching

Coaching is a personal approach, which aims at helping people to improve their performance alongside with skills and knowledge (Armstrong 2012, 306). The coach helps in focusing and reaching goals through different techniques, which aid the person being coached to gain insight of the matter and make decisions. Therefore, coaching is not founded on the coach sharing his own experiences. Coaching commonly consists of several face-to-face meetings, which have a jointly agreed purpose. (Hyppänen 2013, 130.)

Mentoring

In mentoring, the aim is at transferring experience and competence. The mentor is the more experienced party, who both shares his experiences but must also be willing to learn from the actor. The actor is the one being mentored, and applies the received information to his work or situation. (Hyppänen 2013, 130.) Mentoring is ideal for transferring tacit knowledge (Aaltonen & Kirjavainen 2006, 73).

Job diversification

Job diversification offers new tasks and challenges, which broaden the competence of the worker and thus strengthen his view on the job and the organization as a whole. Although job diversification is often used when there is a need to fill in other workers in cases of absence, it simultaneously serves as a method to diversify a worker's competence. (Hyppänen 2013, 126.)

Job rotation

When utilizing job rotation, a person works a certain period of time in another unit or position. Job rotation strives at expanding the person's competence

while also utilizing his competence in different parts of the organization. (Hyppänen 2013, 126.)

Work-counselling

The aim of work-counselling is to increase expertise and to offer guidance in mental and personal growth. In work-counselling, the focus is often in the work itself, for instance in clarifying one's role in relation to the work or discovering the purpose and aims of the work. Discovering, analyzing and becoming aware of one's feelings and questions related to work or work community and roles create the foundation for work-counselling. The basis of work-counselling is at experimental learning and interaction. (Hyppänen 2013, 131.)

e-learning

e-learning refers to providing learning material and guidance to individuals through the use of computer, networked and web-based technology. e-learning does not aim at replacing face-to-face learning, but enhances learning by extending and supplementing it. e-learning can be customized to fit the individual's learning needs, but it does, however, require great motivation, and time and effort from the learner to be successful. (Armstrong 2012, 295.)

A degree that supports professional development

Competence can be developed through degrees that support professional competence. In terms of management development, different degree specialized in management can be utilized. (Hyppänen 2013, 129.) Completing a degree occurs in a longer time period and requires commitment from the participant, since it takes place besides working.

2.5 The future of management

The environment of leadership has gone through drastic changes during the last few decades. A transition from industrial to the post-industrial paradigm is taking place, which refers to focusing on the relationship of leaders and collaborators instead of concentrating on the leader alone. The environment for leadership has become more complex and a leader is required to operate in a complex, contradictory, rapidly changing, chaotic and global virtual network. A leader will face many paradoxes that need to be solved, for instance how to

come to the fore, yet remain in the background; how to trust people and keep an eye on them; and how to be self-confident while remaining humble. One great paradox is aiming at efficiency and, yet, ensuring well-being. (Sydänmaanlakka 2005, 142–144.) Now and in the future, leadership encounters challenges such as countering accelerating change and learning to live in constant turbulence (Sydänmaanlakka 2014, 47).

Palsule (2014) introduces the five leadership challenges that are unique to the Social Age, which refers to the age of globally connected networks. The characteristics of the Social Age include increasingly producing and consuming information through social media, continuous disruption, and agility being the most essential parameter of success. The first challenge is anticipating discontinuity. This refers to being able to pick up weak signals from possible upcoming changes and finding ways to respond to them at a fast pace. Examples of such occurrences could be the mobile apps' effect on the cell phone. The second challenge is proactively influencing the world around you, which signifies the current demand towards leaders to influence other areas in addition to their team in the organization. The influencing requires the leader to use new emotional and social channels. The third challenge is authentically relating to others. This challenge stands for the new demand for transparency in organizations, which disables the leaders to have an inauthentic "game face". (200–201.) The fourth challenge is related to the chaotic environment of leadership described by Sydänmaanlakka (2014, 47). It is taking in new information and adjusting perspectives, which is associated with the abilities to make adjustments, remain adaptive, operate using multiple perspectives, and work with contradictions. Future leaders should be able to succeed in the aforesaid tasks without compromising their credibility. Finally, scaling communications for different audiences is the fifth future challenge. It suggests that a leader of the Social Age can speak about the company to everyone who is interested – internally and externally – by means of social media. This new reality requires the leader to be capable of pitching communications while ensuring that they are appropriate for an individual, a group and the whole world at once. (Palsule 2014, 201.)

Management has changed, and is changing, but according to Jesuthasan and Holmstrom (2016), so is the work itself. The traditional leadership development is being challenged by the democratization of work and the continuously advancing digital technology. They call the Social Age as the “work-disrupted age, which seems like an adequate expression when bearing in mind the future challenges described by Palsule (2014, 200–201). Jesuthasan and Holmstrom (2016) introduce the three priorities in leadership development in order to meet the future challenges. Firstly, leaders should fully comprehend and master “digital”, which is not just something happening to organizations, but it is rather the means through which work is accomplished. It is not merely some new technology, but the matters that affect the accomplishment of the work. These could be robotics for package loading in some companies, or a disaggregation of a certain department. Thus, mastering digital is not all about knowledge of technology, although it certainly matters, as well. The vision and forward-focus of the leaders is essential in order for them to anticipate the possible disruptions that technology may cause on the business model. What is more, the leader should be able to mobilize the organization for change and drive a culture of collaboration. In terms of mastering digital, leaders of future might benefit the most from learning content that consist of envisioning the future, taking risks and leading change, for instance. (ibid.)

Secondly, Jesuthasan and Holmstrom (2016) suggest unifying both classroom-based learning and on-the-job learning in order to gain full advantages of both. Formal learning is utilized to set the context thoroughly after which the new behaviour can be practiced and applied on the job. While learning on-the-job, routines for manager, peer and coach feedback could be initiated. The last development tool recommended is coaching, which provides perspective and a “safe” place for dialogue for many leaders.

Hamel (2009) has investigated the future of management and come up with 25 “moon shots” that represent the critical priorities for tomorrow’s management. The basic idea behind the priorities is, however, the desire “to make every organization as genuinely human as the people who work there”. People are adaptable, innovative and community minded, but, sadly, the human qualities are often drained from organizations by the management procedures.

Creating genuinely human organizations has, nevertheless, become an inevitable business imperative. (2, 8.)

3 Methodology

The topic of the thesis was the current level of competence among the managers in the Jyväskylä Energy Group. In this chapter, the methodology and the implementation of the study are be discussed.

3.1 Research design and process

Wilson (2010) states that research has three widely accepted definitions. Firstly, research is described to be a process of enquiry and investigation, which suggests that research consists of a predetermined set of questions, aiming at answering these questions through data gathering, and finally analyzing the data. Secondly, research is systematic and methodical, which indicates that research must be well organized and include a series of stages. Finally, research increases knowledge, which refers to improving the knowledge of the researcher, and, hopefully, that of the audience. (2–3.)

When considering the systematic process that research can be defined to have, the importance of research questions stands out. A clear set of research questions is crucial for performing effective research, and the research questions can be described as being “the glue that holds the project together”. (Wilson 2010, 3.)

The two main strategies in research are quantitative and qualitative (ibid., 13). Quantitative research is convenient for deduction, testing a theory or hypotheses, and when the research concerns a large number of people (Johnson & Onwuegbuzie 2004, 18–19). According to Wilson (2010), Hyde (2000) states that often a quantitative approach is used when aiming at measuring the behavior and characteristics of a particular sample, and attempting to create generalizations of the population from which the sample has been drawn (14). The quantitative approach is usually associated with numeric analysis of data, whereas in the qualitative approach the examined data tends to be in a narrative form (Wilson 2010, 13). The characteristics of qualitative research are induction, and discovery, and it can describe a phenomenon in rich detail and

provide understanding of people's personal experiences of the phenomenon (Johnson & Onwuegbuzie 2004, 18, 20).

Despite the comparison of the two research strategies, they do not necessarily have to be used exclusively (Wilson 2010, 15). Hirsjärvi, Remes and Saja-vaara (2007) mention that it is, in fact, difficult to create exact distinctions between the two approaches. Qualitative and quantitative approaches can be seen as complementary instead of competing approaches. In research, they can be used concurrently or sequentially, and thereby they bring added value to the research. (132–133.) Johnson and Onwuegbuzie (2004, 18) suggest that collecting data using different strategies, approaches, and methods is likely to complement the strengths of the research.

The purpose of a case study is to investigate the particularity of a single case, which can be for example a person, a classroom, a programme, or an institution (Simons 2009, 3–4). According to Bryman and Bell (2015, 68), Eisenhardt and Graebner (2007) have stated the case study to be a very popular and widely used research design in business research. A case study can be conducted using either qualitative or quantitative approach, the relevant factor being the aim to provide an in-depth elucidation of the case (Bryman & Bell 2015, 68).

This study was a case study conducted as a quantitative research, which, however, involves features of qualitative research. The secondary data consisted of literature related to management competences and ways for developing management competences. The primary data for the research was collected by utilizing the survey method, which included three open-ended questions to gain a more in-depth understanding of the topic.

Surveys are a frequently used means of collecting data in business and management research. The survey method includes asking individuals questions face-to-face, by telephone or via questionnaires. The desired information can be related to the person, company or sector. The scale of population varies from small to large, and sometimes the population as a whole is included, which is called a census. (Adams, Khan & Raeside 2014, 118.) In this study, the data was collected by an email questionnaire, which was distributed to the

managers of the case company. The aim of the research was to gain understanding of the general view of management competence among the managers, which is why quantitative approach was selected. The number of the managers was 51, which enabled including the population as a whole to the study.

There is a great amount of critique targeted at the survey method. According to Adams and colleagues (2014), the survey approach is overused and tends to result in poor response rates. With a low response percentage both the representativeness of the sample and the reliability and validity of the findings are somewhat questionable. (ibid.) Bryman and Bell (2015) compare the questionnaire to a structured interview and agree that especially in postal questionnaires there is likely to be the risk of bias if the response rate is low, as it can be assumed that there are differences between participants. They also mention missing data, inability to help the respondents in case of misunderstanding, inability to probe the respondents to elaborate and the difficulty to ask many questions that are not salient to the respondents as downsides of the survey method. (241–242.)

There are, however, many advantages to using a questionnaire as a method of data collection. It is a fairly inexpensive and quick way of collecting data, although it should be taken into consideration that it may take time for them to be returned. There will almost inevitably be the need to send follow-up letters to those who have failed to respond initially. (Bryman & Bell 2015, 240–241.) In this study, the desired outcome was to find out the opinions of each manager in the organization. A questionnaire was considered less time-consuming and was therefore an appropriate method for data collection. The questionnaire was conducted with the Webropol programme, which enabled ensuring the respondents anonymity. Anonymity was one of the advantages of the survey method that was considered when determining the data collection method, since the subjects under investigation dealt with quite delicate information concerning the managers' perceived competence.

Bryman and Bell (2015, 243) encourage using reminders as a follow up procedure with respondents who do not reply at first. This was possible to execute with the Webropol programme, which kept track of the respondents that had

not yet responded to the questionnaire. Due to a strict schedule, the respondents were given only one week to reply to the questionnaire. Even though the questionnaire was declared compulsory for the managers, two reminders were sent in order to receive a decent response rate. The reminders were, indeed, worthwhile, since the outcome resulted in a response rate of 88%.

3.2 Designing and implementing the questionnaire

The survey instrument was designed for this study by the author. It was a structured questionnaire involving both closed-ended and open-ended questions. The questionnaire was adapted from the theoretical framework, which was composed of the theory of management competence and management development. The wishes of the assignor also designated the outcome of the questionnaire. The procedures of development were discussed with the assignor in order to gather the procedures that were possible to execute within the organization.

Self-assessment as a tool for evaluating competence

The aim of the research was to investigate the managers' current level of management competence. When pondering on the appropriate method to assess the current competence level and to gain a comprehensive understanding of the baseline, from which to start developing, the 360-degree feedback method was, naturally, considered as one option. 360-degree feedback can be used under the condition in which everyone participates in the assessment (Wimer 2002, 39). This would have been the case in this thesis, in which all of the managers were included to the assessment. Ideally, 360-degree feedback can help people realize their potential, and the assessment process can maximize their learning opportunities. The method does, however, require a great sense of responsibility and accuracy from those providing the feedback, and the anonymity might cause the feedback providers to vent rather than provide constructive feedback. (ibid.) The organization is currently experiencing a volatile period of time, which is why 360-degree feedback was considered to be an unfavourable choice for the research.

A self-assessment was chosen as the method for evaluation, because managers must know their strengths and development areas and they should be able

to self-reflect on their behaviour (Sydänmaanlakka 2005, 161). The self-assessment was also hoped to stir up thoughts among the managers and provoke them to really reflect on their perceived competence.

Due to the resources and requirements of a bachelor's thesis, some considerations had to be made regarding the extent to which the management competences are investigated in the study. It was clear in the beginning of the thesis process that the management competence needs to be narrowed down and some, even if important, areas of competence need to be excluded.

The following competence areas were chosen to be investigated in the research:

1. Work-related competence
2. Interpersonal competence
3. Leadership competence
4. Implementation competence
5. Wellbeing competence

When investigating the competence areas of managers, the author wanted to regard the concept of self-efficacy due to its effects on human functioning. The perceived efficacy is reflected especially in the implementation competence and wellbeing competence areas, which address topics such as decision-making, goal-setting, operating in stressful situations, and the attitude towards failures. Managers encounter these themes in their work on a daily basis. Self-efficacy was, thus, seen as an important factor to take into consideration when investigating management competence.

As such, the author finds the self-assessment tool to be comprehensive and providing a relatively broad understanding of the managers' current level of management competence. (See Appendices 1 & 2.)

The technical aspects of the assessment tool

The questionnaire was a self-completion questionnaire (See Appendices 1 & 2), which consisted of 42 questions. The questions were divided into three areas: background questions (1–6), questions about competence (7–38) and questions about the strengths and development areas of the managers, and

the future challenges in management (39–42). Four of the background questions were closed-ended questions and two were multiple choice questions with one open-ended option. Questions about the strengths and development areas were open-ended questions. The future challenges were dealt with both an open-ended question and a more specific multiple choice question related to the areas the managers would like to develop the most when concerning the future challenges.

The questions about competence were responded to by using the Likert scale. The Likert scale question seeks to determine a respondent's attitude toward a certain subject. The respondents are usually asked to read a statement and choose the response that best reflects their opinion. The researchers tend to use a five-point scale, in which the middle option stands for a neutral opinion. (Wilson 2010, 155.) The form of the questionnaire was similar to the one that Sydänmaanlakka (2003) has designed. He has tested the tool among top management in Finland and received positive feedback on its usability. As the measure used in his study was proven functional, it was introduced in this thesis. The 6-point scale was seen appropriate so that there are enough describing responses, but also to avoid receiving too many “neutral” responses that might be the result if the questionnaire were filled in hastily. Because the respondents were to assess themselves, the absence of a “neutral” option was not seen as a problem.

Having composed the first version of the questionnaire, it was sent to the thesis tutor. After this, the questionnaire was modified. The questionnaire was also processed with the assignor after which some moderations were made. The questionnaire was tested before sending it to the managers in order to ensure that the word phrases were comprehensible and misunderstandings could be avoided.

The questionnaire was distributed to the managers via email. There were 51 managers in total, and this number involved the managers from all levels. In the cover letter, the objective of the research was explained thoroughly, the justification for the participation of each manager was provided, and the participants were guaranteed with confidentiality, as suggested by Bryman and Bell

(2015, 242). In addition, the respondents were encouraged to respond on account of their own personal development, since the questionnaire was a tool for evaluating their strengths and development areas.

The organization operates in Finnish language, hence Finnish was the language used when generating the questionnaire. The translation process increased the workload, yet the author did not wish to compromise the quality of the responses. Giving the respondents the possibility to respond in their native language was seen crucial with respect to the quality and reliability of the results. The questionnaire was, however, translated in English. (See Appendix 2.)

3.3 Analysis of primary data

The data was analyzed by using the SPSS programme to the most part. The SPSS is a widely used programme for analyzing quantitative data and its utilization is relatively straightforward (Bryman & Bell 2015, 365). The simplicity of the programme was considered as an upside in terms of the research quality.

The three open-ended questions were analyzed by using content analysis and quantifying the results to a numeric form. Quantifying content analysis results can clarify the results that have been collected via open-ended questions (Tuomi & Sarajärvi 2009, 120), which is why it was seen as an appropriate method for the research. According to Tuomi and Sarajärvi (2009), Miles and Huberman (1994) describe the inductive content analysis to consist of three phases, which are reducing the data, clustering the data and abstraction. (108.) After the second stage, it is possible to quantify the data (Tuomi & Sarajärvi 2009, 120). Before the quantification, the data is reduced, which refers to either summarizing the information or sectioning it to smaller components. Next, the expressions are clustered and categorized so, that similar expressions are in one group. (109–110.) When the categories are formed, the number of mentions are calculated, which provides quantitative data (Tuomi & Sarajärvi 2009, 120). After quantifying the open-ended questions, they were illustrated with tables.

4 Research results

The results have been agreed to keep confidential. The research results can be found in Appendix 3.

5 Conclusions

The conclusions have been agreed to keep confidential. The conclusions can be found in Appendix 4.

6 Discussion

The discussion has been agreed to keep confidential. The discussion can be found in Appendix 5.

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Appendices

Appendix 1. The original questionnaire



Esimiesten johtamisosaaminen Jyväskylän Energialla

A. Taustatiedot

Ensimmäisen osion kysymykset liittyvät mm. pohjakoulutukseen ja työkokemukseen. Kaikki kohdat ovat monivalintakysymyksiä.

1. Sukupuoli *

- ☐ Mies
- ☐ Nainen

2. Ikä *

- ☐ alle 25
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-

3. Minkälainen pohjakoulutus sinulla on? Valitse korkein koulutus. *

- ☐ Perus-, keski-, kansalaiskoulu
- ☐ Ammatillinen koulutus
- ☐ Ylioppilas, lukio
- ☐ Ammattikorkeakoulu
- ☐ Yliopisto, korkeakoulu

☐ Muu, mikä?

4. Oletko käynyt johtamiseen liittyvää koulutusta tai kursseja? *

Tarkenna Kyllä-vaihtoehdossa mitä johtamiskoulutusta sinulla on.

☐ Kyllä, mitä?

☐ Ei

5. Kuinka monta vuotta sinulla on yhteensä työkokemusta? *

Vastausvaihtoehdot ovat täysiä vuosia. Mikäli työkokemusta on esimerkiksi 5,5 vuotta, valitse 1-5 vuotta.

☐ 1-5

☐ 6-10

☐ 11-15

☐ 16-20

☐ 21 tai enemmän

6. Kuinka monta vuotta olet työskennellyt esimiestehtävissä? *

Laske mukaan myös mahdollinen esimiestyökokemus muualla kuin Jyväskylän Energialla. Vastausvaihtoehdot ovat täysiä vuosia. Jos työskentelyä esimiestehtävissä on esimerkiksi 5,5 vuotta, valitse 1-5 vuotta.

☐ alle vuosi

☐ 1-3

☐ 4-6

☐ 7-10

☐ 11 tai enemmän

B. Osaaminen

Kyselyn seuraavassa vaiheessa esitetään väittämiä eri osa-alueiden osaamiseen liittyen. Osa-alueet liittyvät itse työhön, ihmisten väliseen osaamiseen, johtamiseen, toimeenpano-osaamiseen sekä hyvinvointiin. Tarkastele mahdollisimman rehellisesti omaa nykyistä tilannettasi ja pyri vastaamaan koko skaalaa hyödyntäen. (1=Ei kuvaa minua lainkaan, 2=Kuvaa minua vain vähän, 3=Kuvaa minua osittain, 4=Kuvaa minua melko hyvin, 5=Kuvaa minua hyvin, 6=Kuvaa minua erittäin hyvin) Jokaisen aihepiirin

lopussa kysytään mielestäsi parhaita tapoja kehittää kyseistä osa-aluetta. Mieti tällöin nimenomaan siihen osa-alueeseen liittyviä aihepiirejä ja niiden kehittämistä.

Työhön liittyvä osaaminen

7. Pidän nykyisestä työstäni. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

8. Uskon kykyihini selviytyä työtehtävistäni. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

9. Pyrin jatkuvasti kehittämään itseäni työssäni. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

10. Koen, että työni tarjoaa minulle sopivasti haasteita. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

11. Olen motivoitunut tekemään nykyistä työtäni. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

12. Minkä menetelmän näkisit parhaana kehittää tätä osa-aluetta? *

Voit valita useamman vaihtoehdon, kuitenkin enintään kolme. Coachingilla tarkoitetaan nykyisen ja käyttämättömän potentiaalin hyödyntämistä ja omien tavoitteiden saavuttamista yrityksen ulkopuolelta tulevan coachin avulla. Mentoroinnissa on kyse kokemuksen ja osaamisen siirtämisestä kokeneemmalta kokemattomammalle, jolloin mentoroitava soveltaa kuulemaansa omaan tilanteeseensa. Mentori on usein yrityksen sisältä. Työnohjauksen tavoitteena on perustehtävän parempi suorittaminen, johon pyritään työtä, omaa suhdetta siihen ja työyhteisön vuorovaikutussuhteita tutkimalla yrityksen ulkopuolelta tulevan työnohjaajan avustuksella.

☐ Ryhmäkoulutus

☐ Coaching

- ☐ Mentorointi
☐ Työnkuvan monipuolistaminen
☐ Työkierto
☐ Työnohjaus
☐ Verkko-oppiminen
☐ Jokin ammatillista osaamista tukeva koulutuskokonaisuus (tutkinto tai osatutkinto)
☐ Jokin muu, mikä?

Ihmisten välinen osaaminen

(1=Ei kuvaa minua lainkaan, 2=Kuvaa minua vain vähän, 3=Kuvaa minua osittain, 4=Kuvaa minua melko hyvin, 5=Kuvaa minua hyvin, 6=Kuvaa minua erittäin hyvin)

13. Suhtaudun avoimesti ja ratkaisulähtöisesti työpaikalla esiintyviin ongelma- ja konfliktitilanteisiin. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

14. Koen, että minulle on helppo puhua. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

15. Pyydän usein muilta palautetta. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

16. Pyrin hyödyntämään saamaani palautetta. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

17. Annan säännöllisesti palautetta muille. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

18. Kiinnitän paljon huomiota siihen, että välittämäni viesti on ymmärretty oikein. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

19. Minkä menetelmän näkisit parhaana kehittää tätä osa-aluetta? *

Voit valita useamman vaihtoehdon, kuitenkin enintään kolme. Coachingilla tarkoitetaan nykyisen ja käyttämättömän potentiaalin hyödyntämistä ja omien tavoitteiden saavuttamista yrityksen ulkopuolelta tulevan coachin avulla. Mentoroinnissa on kyse kokemuksen ja osaamisen siirtämisestä kokeneemmalta kokemattomammalle, jolloin mentoroitava soveltaa kuulemaansa omaan tilanteeseensa. Mentori on usein yrityksen sisältä. Työnohjauksen tavoitteena on perustehtävän parempi suorittaminen, johon pyritään työtä, omaa suhdetta siihen ja työyhteisön vuorovaikutussuhteita tutkimalla yrityksen ulkopuolelta tulevan työnohjaajan avustuksella.

- ☐ Ryhmäkoulutus
- ☐ Coaching
- ☐ Mentorointi
- ☐ Työnkuvan monipuolistaminen
- ☐ Työkierto
- ☐ Työnohjaus
- ☐ Verkko-oppiminen
- ☐ Jokin ammatillista osaamista tukeva koulutuskokonaisuus (tutkinto tai osatutkinto)
- ☐ Jokin muu, mikä?

Johtamisosaaminen

(1=Ei kuvaa minua lainkaan, 2=Kuvaa minua vain vähän, 3=Kuvaa minua osittain, 4=Kuvaa minua melko hyvin, 5=Kuvaa minua hyvin, 6=Kuvaa minua erittäin hyvin)

20. Koen, että pystyn toteuttamaan yritykseni strategiaa omassa työssäni. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

21. Varmistan säännöllisesti, että alaiseni tietävät omat tavoitteensa niin yrityksen strategian näkökulmasta

kuin heidän henkilökohtaisten tavoitteidensa kannalta katsottuna. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

22. Pystyn delegoimaan vaativia tehtäviä alaisilleni heidän kykynsä huomioiden. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

23. Käytän säännöllisesti aikaa alaisteni osaamisen kehittämiseen heidän toiveensa huomioiden. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

24. Olen valmis muuttumaan. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

25. Olen motivoitunut kehittämään omaa johtamisosaamistani. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

26. Minkä menetelmän näkisit parhaana kehittää tätä osa-aluetta? *

Voit valita useamman vaihtoehdon, kuitenkin enintään kolme. Coachingilla tarkoitetaan nykyisen ja käyttämättömän potentiaalin hyödyntämistä ja omien tavoitteiden saavuttamista yrityksen ulkopuolelta tulevan coachin avulla. Mentoroinnissa on kyse kokemuksen ja osaamisen siirtämisestä kokeneemmalta kokemattomammalle, jolloin mentoritava soveltaa kuulemaansa omaan tilanteeseensa. Mentori on usein yrityksen sisältä. Työnohjauksen tavoitteena on perustehtävän parempi suorittaminen, johon pyritään työtä, omaa suhdetta siihen ja työyhteisön vuorovaikutussuhteita tutkimalla yrityksen ulkopuolelta tulevan työnohjaajan avustuksella.

- ☐ Ryhmäkoulutus
- ☐ Coaching
- ☐ Mentorointi
- ☐ Työnkuvan monipuolistaminen
- ☐ Työkierto
- ☐ Työnohjaus
- ☐ Verkko-oppiminen

☐ Jokin ammatillista osaamista tukeva koulutuskokonaisuus (tutkinto tai osatutkinto)

☐ Jokin muu, mikä?

☐

Toimeenpano-osaaminen

(1=Ei kuvaa minua lainkaan, 2=Kuvaa minua vain vähän, 3=Kuvaa minua osittain, 4=Kuvaa minua melko hyvin, 5=Kuvaa minua hyvin, 6=Kuvaa minua erittäin hyvin)

27. Pystyn tekemään päätöksiä tehokkaasti stressaavissakin tilanteissa *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erinomaisesti

28. Asetan itselleni korkeita tavoitteita. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erinomaisesti

29. Vien aloittamani asiat pitkäjänteisesti loppuun asti. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erinomaisesti

30. Pystyn aikatauluttamaan työni tehokkaasti. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erinomaisesti

31. Pystyn hallitsemaan häiritsevät ajatukset ja uskomaan selviytymiskykyihini stressaavissa tilanteissa. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erinomaisesti

32. Minkä menetelmän näkisit parhaana kehittää tätä osa-aluetta? *

Voit valita useamman vaihtoehdon, kuitenkin enintään kolme. Coachingilla tarkoitetaan nykyisen ja käyttämättömän potentiaalin hyödyntämistä ja omien tavoitteiden saavuttamista yrityksen ulkopuolelta tulevan coachin avulla. Mentoroinnissa on kyse kokemuksen ja osaamisen siirtämisestä kokeneemmalta kokemattomammalle, jolloin mentoroitava soveltaa kuulemaansa omaan tilanteeseensa. Mentori on usein yrityksen sisäiltä. Työnohjauksen tavoitteena on perustehtävän parempi suorittaminen, johon

pyritään työtä, omaa suhdetta siihen ja työyhteisön vuorovaikutussuhteita tutkimalla yrityksen ulkopuolelta tulevan työnohjaajan avustuksella.

- ☐ Ryhmäkoulutus
- ☐ Coaching
- ☐ Mentorointi
- ☐ Työnkuvan monipuolistaminen
- ☐ Työkierto
- ☐ Työnohjaus
- ☐ Verkko-oppiminen
- ☐ Jokin ammatillista osaamista tukeva koulutuskokonaisuus (tutkinto tai osatutkinto)
- ☐ Jokin muu, mikä?
- ☐ _____

Hyvinvointi

(1=Ei kuvaa minua lainkaan, 2=Kuvaa minua vain vähän, 3=Kuvaa minua osittain, 4=Kuvaa minua melko hyvin, 5=Kuvaa minua hyvin, 6=Kuvaa minua erittäin hyvin)

33. Epäonnistumisen pelko ei estä minua tarttumasta haastaviin tehtäviin. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

34. En jää vellomaan epäonnistumisiin. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

35. Pyrin oppimaan tekemistäni virheistä. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

36. Arvostan itseäni sellaisena kuin olen. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

37. Kohtelen muita ihmisiä arvostavasti. *

1 2 3 4 5 6

Ei kuvaa minua lainkaan ○ ○ ○ ○ ○ Kuvaa minua erittäin hyvin

38. Minkä menetelmän näkisit parhaana kehittää tätä osa-aluetta? *

Voit valita useamman vaihtoehdon, kuitenkin enintään kolme. Coachingilla tarkoitetaan nykyisen ja käyttämättömän potentiaalin hyödyntämistä ja omien tavoitteiden saavuttamista yrityksen ulkopuolelta tulevan coachin avulla. Mentoroinnissa on kyse kokemuksen ja osaamisen siirtämisestä kokeneemmalta kokemattomammalle, jolloin mentoroitava soveltaa kuulemaansa omaan tilanteeseensa. Mentori on usein yrityksen sisältä. Työnohjauksen tavoitteena on perustehtävän parempi suorittaminen, johon pyritään työtä, omaa suhdetta siihen ja työyhteisön vuorovaikutussuhteita tutkimalla yrityksen ulkopuolelta tulevan työnohjaajan avustuksella.

- ☐ Ryhmäkoulutus
- ☐ Coaching
- ☐ Mentorointi
- ☐ Työnkuvan monipuolistaminen
- ☐ Työkierto
- ☐ Työnohjaus
- ☐ Verkko-oppiminen
- ☐ Jokin ammatillista osaamista tukeva koulutuskokonaisuus (tutkinto tai osatutkinto)
- ☐ Jokin muu, mikä?

C. Vahvuudet ja kehittämiskohdat

Viimeisen osion kysymykset käsittelevät koettuja vahvuuksia ja kehityskohtia sekä tulevaisuuden esimiestyön haasteita. Osiossa on kolme avointa kysymystä ja yksi valintakysymys.

39. Mitkä koet olevan vahvuuksiasi esimiehenä? *

Mainitse kolme vahvuuttasi vahvimmasta alkaen.

40. Mitkä koet olevan kehityskohtiasi esimiehenä? *

Mainitse kolme mielestäsi tärkeintä kehityskohtaa järjestyksessä.

41. Mitkä ajattelet olevan suurimmat haasteet ja/tai vaatimukset esimiestyössä Jyväskylän Energialla tulevaisuudessa? *

Mainitse kolme mielestäsi tärkeintä.

42. Mitä haluaisit kehittää omassa johtamisosaamisessasi tulevaisuuden osaamistarpeita ajatellen? *

Valitse kolme tärkeintä.

- ☐ Vuorovaikutus- ja viestintäosaaminen
- ☐ Itsetuntemukseen liittyvä osaaminen
- ☐ Tehtäviin liittyvä osaaminen (substanssiosaaminen)
- ☐ Strategian jalkauttamiseen liittyvä osaaminen
- ☐ Talousosaaminen
- ☐ Muutosjohtaminen
- ☐ Ihmisten johtaminen
- ☐ Vaikeiden tilanteiden johtaminen
- ☐ Oman työn hallintaan liittyvä osaaminen

Appendix 2. The translated questionnaire



The Management Competence of Managers at Jyväskylä Energy Group

A. Background

The questions of the first part are related to eg. education and work experience. The questions are multiple choice questions.

1. Gender *

- ☐ Male
- ☐ Female

2. Age *

- ☐ under 25
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-

3. What is your education? Choose the highest education. *

- ☐ Comprehensive school
- ☐ Vocational education
- ☐ Upper secondary school
- ☐ University of applied sciences
- ☐ University

☐ Other, what?

4. Have you had any education or training related to management? *

If answering yes, please specify.

☐ Yes, what?

☐ No

5. How many years of work experience do you have overall? *

The options are full years. For instance, if you have had 5,5 years of work experience, please choose 1-5 years.

☐ 1-5

☐ 6-10

☐ 11-15

☐ 16-20

☐ 21 or more

6. How many years have you worked in managerial tasks? *

Please include the possible managerial work experience from previous employers. The options are full years. For instance, if you have had 5,5 years of work experience, please choose 1-5 years.

☐ less than a year

☐ 1-3

☐ 4-6

☐ 7-10

☐ 11 or more

B. Competence

In the following part of the questionnaire statements will be stated related to competence in different competence areas. The areas are related to work itself, interpersonal competence, leadership competence, implementation competence and wellbeing competence. Please examine, as truthfully as possible, your current level of competence and aim at utilizing the entire scale when responding. (1=Doesn't describe me at all, 2=Describes me only a little, 3=Describes me partly, 4=Describes me quite well,

5=Describes me well, 6=Describes me very well) In the end of each competence area, there will be a question related to the most appropriate methods to develop the area in question. Please consider that area in particular and how it should be developed according to your experience.

Work—related competence

7. I like my current job. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

8. I believe in my abilities to cope in my work tasks. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

9. I continuously aim at developing myself in my work. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

10. I feel that my work offers me challenges sufficiently. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

11. I am motivated to perform in my current job. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

12. Which method do you see most appropriate for developing this area? *

You can choose several options, however, a maximum of three. Coaching refers to exploiting the potential and reaching one's goals with a coach that comes from outside of the organization. Mentoring is about transferring experience and competence from a more experienced individual to a less experienced one, after which the less experienced one applies the new knowledge to his own situation. The mentor usually comes from within the organization. The aim of work-counselling is to perform better in the basic task. The goal is succeeded through exploring one's work, one's relationship to the work and the interactions within the work community. This usually happens with a work-counsellor coming from outside of the organization.

☐ Training

☐ Coaching

- ☐ Mentoring
☐ Job diversification
☐ Job rotation
☐ Work-counselling
☐ E-Learning
☐ A degree that supports professional competence
☐ Other, what?
☐ _____

Interpersonal competence

(1=Doesn't describe me at all, 2=Describes me only a little, 3=Describes me partly, 4=Describes me quite well, 5=Describes me well, 6=Describes me very well)

13. I am open and solution-oriented when confronting difficult situations at the workplace. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

14. I feel that it is easy to talk to me. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

15. I often ask feedback from others. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

16. I aim at utilizing the feedback I've received. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

17. I give feedback to others regularly. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

18. I pay a lot of attention to ensuring that my message is being understood correctly. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

19. Which method do you see most appropriate for developing this area? *

You can choose several options, however, a maximum of three. Coaching refers to exploiting the potential and reaching one's goals with a coach that comes from outside of the organization. Mentoring is about transferring experience and competence from a more experienced individual to a less experienced one, after which the less experienced one applies the new knowledge to his own situation. The mentor usually comes from within the organization. The aim of work-counselling is to perform better in the basic task. The goal is succeeded through exploring one's work, one's relationship to the work and the interactions within the work community. This usually happens with a work-counsellor coming from outside of the organization.

- ☐ Training
- ☐ Coaching
- ☐ Mentoring
- ☐ Job diversification
- ☐ Job rotation
- ☐ Work-counselling
- ☐ E-Learning
- ☐ A degree that supports professional competence
- ☐ Other, what?

Leadership

(1=Doesn't describe me at all, 2=Describes me only a little, 3=Describes me partly, 4=Describes me quite well, 5=Describes me well, 6=Describes me very well)

20. I feel that I am able to put the company's strategy into practice in my work. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

21. I confirm regularly that my subordinates are aware of their goals in terms of the company's strategy and

their personal aims. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

22. I am able to delegate challenging tasks to my subordinates, taking into account their abilities. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

23. I regularly spend time in my subordinates' competence development, considering their aspirations. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

24. I am ready to change. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

25. I am motivated in developing my management competence. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

26. Which method do you see most appropriate for developing this area? *

You can choose several options, however, a maximum of three. Coaching refers to exploiting the potential and reaching one's goals with a coach that comes from outside of the organization. Mentoring is about transferring experience and competence from a more experienced individual to a less experienced one, after which the less experienced one applies the new knowledge to his own situation. The mentor usually comes from within the organization. The aim of work-counselling is to perform better in the basic task. The goal is succeeded through exploring one's work, one's relationship to the work and the interactions within the work community. This usually happens with a work-counsellor coming from outside of the organization.

- ☐ Training
- ☐ Coaching
- ☐ Mentoring
- ☐ Job diversification
- ☐ Job rotation
- ☐ Work-counselling

- ☐ E-Learning
- ☐ A degree that supports professional competence
- ☐ Other, what?
- _____

Implementation competence

(1=Doesn't describe me at all, 2=Describes me only a little, 3=Describes me partly, 4=Describes me quite well, 5=Describes me well, 6=Describes me very well)

27. I am able to make decisions in stressful situations *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

28. I set high goals for myself. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

29. I finish what I have started with perseverance. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

30. I am able to schedule my work efficiently. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

31. I have control over disturbing thoughts and I believe I can cope even in stressful situations. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

32. Which method do you see most appropriate for developing this area? *

You can choose several options, however, a maximum of three. Coaching refers to exploiting the potential and reaching one's goals with a coach that comes from outside of the organization. Mentoring is about transferring experience and competence from a

more experienced individual to a less experienced one, after which the less experienced one applies the new knowledge to his own situation. The mentor usually comes from within the organization. The aim of work-counselling is to perform better in the basic task. The goal is succeeded through exploring one's work, one's relationship to the work and the interactions within the work community. This usually happens with a work-counsellor coming from outside of the organization.

- ☐ Training
- ☐ Coaching
- ☐ Mentoring
- ☐ Job diversification
- ☐ Job rotation
- ☐ Work-counselling
- ☐ E-Learning
- ☐ A degree that supports professional competence
- ☐ Other, what?
- ☐ _____

Wellbeing

(1=Doesn't describe me at all, 2=Describes me only a little, 3=Describes me partly, 4=Describes me quite well, 5=Describes me well, 6=Describes me very well)

33. The fear of failure does not prevent me from taking up challenging tasks. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

34. I don't dwell on failures. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

35. I aim at learning from my mistakes. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

36. I appreciate myself as I am. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

37. I treat other people with respect. *

1 2 3 4 5 6

Doesn't describe me at all ○ ○ ○ ○ ○ Describes me very well

38. Which method do you see most appropriate for developing this area? *

You can choose several options, however, a maximum of three. Coaching refers to exploiting the potential and reaching one's goals with a coach that comes from outside of the organization. Mentoring is about transferring experience and competence from a more experienced individual to a less experienced one, after which the less experienced one applies the new knowledge to his own situation. The mentor usually comes from within the organization. The aim of work-counselling is to perform better in the basic task. The goal is succeeded through exploring one's work, one's relationship to the work and the interactions within the work community. This usually happens with a work-counsellor coming from outside of the organization.

- ☐ Training
- ☐ Coaching
- ☐ Mentoring
- ☐ Job diversification
- ☐ Job rotation
- ☐ Work-counselling
- ☐ E-Learning
- ☐ A degree that supports professional competence
- ☐ Other, what?

C. Strengths and development areas

The questions in the last part deal with perceived strengths and development areas as well as future challenges in the managerial work. The part consists of three open-ended questions and one multiple choice question.

39. What are your strengths as a manager? *

Mention three strengths starting from the strongest one.

40. What are your development areas as a manager? *

Mention three most important ones in order.

41. What do you think are the greatest challenges and/or requirements in managerial work at Jyväskylä Energy Group in the future? *

Mention three most important ones.

42. What would you like to develop in your management competence when considering the future needs? *

Choose three options that you find most important.

- ☐ Interaction and communication competence
- ☐ Competence related to self-knowledge
- ☐ Competence related to the work tasks
- ☐ Competence related to putting the strategy into practice
- ☐ Competence related to finances
- ☐ Change management
- ☐ People management
- ☐ Managing challenging situations
- ☐ Competence related to managing one's work

Appendix 3. Research results (CONFIDENTIAL 22 pages)

Appendix 4. Conclusions (CONFIDENTIAL, 5 pages)

Appendix 5. Discussion (CONFIDENTIAL, 5 pages)